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## ABSTRACT

This report is designed to provide information on the model developed for the career advisor (CA) program at the Florida State University (FSU) Career Center. The program serves the dual role of providing career services to the students along with training the next generation of career services providers. Since the career advisors who work in the Center have not completed their degrees and formal training, they are considered paraprofessionals. Two criteria to be considered for the role of CA are the successful completion of FSU's career planning class and a major in career counseling and higher education programs. The CA's primary role is providing direct services in the Career Library during drop-in hours. They can also be involved in the Career Center outreach activities and workshops. In addition, they have the option of helping teach a section of a career planning class or can serve as a peer career liaison to selected schools and colleges. The model program equips career advisors with skills and knowledge that will help them launch their professional careers, and also enhances the services of the University by creating a quality team for providing direct services to its clients. (Contains 14 appendixes and 11 references.) (JDM)

# PARAPROFESSIONALS IN CAREER SERVICES: THE FLORIDA STATE UNIVERSITY MODEL

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September 18, 2000

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# PARAPROFESSIONALS IN CAREER SERVICES: THE FLORIDA STATE UNIVERSITY MODEL

## Table of Contents

<u>Introduction</u>	3
<u>Recruitment and Selection</u>	3
<u>Training</u>	4
<u>Roles and Responsibilities</u>	5
<u>Supervision/Evaluation</u>	8
<u>Funding/Pay</u>	9
<u>Conclusion</u>	9
<u>References</u>	10
<u>Appendices</u>	11

<u>Appendix A</u>	CA Application
<u>Appendix B</u>	CA Interview Questions
<u>Appendix C</u>	CA Orientation Schedule
<u>Appendix D</u>	CA Training Evaluation Survey
<u>Appendix E</u>	CA Guide Table of Contents
<u>Appendix F</u>	CA Training Checklists
<u>Appendix G</u>	Resource Assessment Questions
<u>Appendix H</u>	Training & Development Survey
<u>Appendix I</u>	Training Exercises/Activities
<u>Appendix J</u>	CA Individual Learning Plan
<u>Appendix K</u>	Career Advisor Duties & Responsibilities
<u>Appendix L</u>	Peer Career Liaison Activities
<u>Appendix M</u>	Intern/Practicum Journal
<u>Appendix N</u>	Performance Appraisal Form

## Introduction

This report is designed to share information on the career advisor (CA) program in the Florida State University Career Center. Career advisors have been part of the FSU Career Center for more than 25 years. In fact, training career services practitioners is included as part of the Center's mission statement (Career Center, 2000b). The FSU Career Center's use of paraprofessional career advisors has been documented in several publications (Lenz & Reardon, 1997; Peterson, Sampson, & Reardon, 1991; Reardon, 1996; Saunders, Reardon, & Lenz, 1999). For purposes of this document, the career advisors who work in the Career Center are considered paraprofessionals. There is some disagreement about the use of this term. Many career services offices use the term "paraprofessionals" only in reference to undergraduate students working as peer advisors in their center. In some settings, graduate students are considered pre-professionals. As Norm Stahl, Counseling Supervisor in the UCLA Career Center noted: "We do not consider our graduate counseling interns as 'paraprofessionals', but new professionals getting their final polish before they step into full-time work" (personal communication, July 28, 2000). Because our career advisors have not yet received their degrees and completed their formal training, we still consider "paraprofessionals" an appropriate term. The author hopes that the information shared in this document will help other career services centers in adapting aspects of this staffing model for use in their setting.

## Recruitment and Selection

FSU is fortunate in that its College of Education's career counseling Master's/Specialist program (<http://www.coe.fsu.edu/departments/hss/ccnslnq.html>) plays an important role in attracting graduate students who are interested in becoming career advisors. The Master's program in career counseling is one of only 5 CACREP (<http://www.counseling.org/cacrep/directory.htm>) accredited programs in the country, and for that reason it attracts persons with a particular interest in becoming career services practitioners. Career Center staff do very little formal recruiting for career advisors, except for occasional presentations in the counseling program's Foundations of Career Development class and the Higher Education Student Development class. Most prospective career advisors learn about the program through contact with faculty members in the College of Education's Human Services and Studies department or the Education Leadership department. Prospective CAs are asked to complete a brief application (see Appendix A) and submit it with a cover letter and resume. Once these are received, prospective CAs are invited to participate in a 30 minute interview, usually with the Associate Director and one or more Assistant Directors. The interview may be face-to-face or if the candidate lives some distance away, there is an option

for a telephone interview. Typical questions asked in the interview can be found in Appendix B. We are particularly seeking candidates who already possess basic human relations skills and who have a clear interest in career services as part of their future career goals.

The Career Center will accept CA applications at any time during the year, but most new CAs are accepted for training beginning in the summer so that they can become part of the paid staff at the start of the fall semester. As indicated above, the majority of the Center's career advisors are graduate students, both masters and doctoral level. On a few occasions, undergraduate students have been chosen as career advisors. These undergraduates generally meet two criteria: (1) they have successfully completed FSU's three credit career planning class, and (2) they are majors in the Rehabilitation Services program. These individuals seek to work as a Career Center career advisor as part of the internship requirement for their rehabilitation services degree.

## **Training**

Although there have been slight variations in training over the years, the Career Advisor training has consisted of essentially the same format. At various times there was a half day orientation provided to new career advisor trainees. This was dropped for a period of time because career advisor trainees were arriving at different times in the year. During the summer 2000, the orientation was reinstated and expanded to include two half day sessions. An outline of the orientation is included in Appendix C. All new career advisors are expected to attend the orientation session. Training was revised during the summer 2000, based on input provided by career advisors who had participated in training in previous semesters. A copy of the survey used in evaluating training can be found in Appendix D.

CAs receive a 55 page Career Advisor Guide which is theirs to keep. Appendix E shows the Table of Contents for the CA Guide. Career Advisors must complete three Training Checklists (see Appendix F). The checklists are designed to get them involved in a variety of training activities in the Center. These are generally completed in a self-directed manner, and no time limit is set for their completion. After the CA completes a checklist, a supervisor will review the checklist with the CA to process the activity and to answer any questions. The checklists have been regularly revised over the years to keep pace with changes in Career Center resources and interventions. After completing the checklists, new CAs are given a list of 50 "Resource Assessment" questions (see Appendix G). The questions reflect the kinds of situations a CA might encounter while working in the Career Library during the Center's drop-in hours. These questions are like a "take home, open book, final exam" for a CA in training. The questions are processed with one or more staff members as a small group activity. The questions are randomly drawn out of a bowl or similar container to approximate the varied

nature of actual questions asked of staff. CAs may refer to their notes. Staff also take turns at answering the questions to model how they would typically respond. At the end of this session, new CAs receive their career advisor name badge while the staff hums an off key version of “Pomp and Circumstance.” These badges include the staff member’s name and the title “Career Advisor” only. For drop-in career advising, there is no distinction with regard to title between student staff and professional staff, which helps to reinforce a team approach to service delivery.

One aspect of the Career Advisor role that is stressed is ongoing training and development. This goal is accomplished in several ways. Generally once a year, CAs complete a “Training & Development” survey (see Appendix H). The information gathered from this survey is used in planning weekly CA staff meetings. These occur every week for an hour on Fridays. CAs are paid to attend this meeting. The focus of these meetings may include presentations by staff from other campus offices, presentations by Career Center staff, processing of client cases, and/or more activity focused sessions such as relays involving use of various features on the computer-based guidance systems, scavenger hunts to locate various resources in the library, etc. Some examples of these are included in Appendix I. These weekly meetings play an important role not only in skill building, but in team building as well. One of the ongoing challenges of these meetings is presenting material that is helpful to both new and more experienced CAs. Experienced CAs are often used as facilitators in small group activities, and CAs who are completing internships are encouraged to develop a topic to present at one of the weekly meetings. Non-student professional staff members are welcome to attend weekly CA meetings, but attendance is optional. In addition, CAs who are completing internships are invited to attend the Center’s administrative staff meetings that are held once a month. These meetings include all permanent and support staff.

In addition to these staff development meetings, CAs meet with their supervisors on an individual basis to discuss training survey topics that reflect skill or knowledge areas they hope to improve in. These meetings are important because not all of the training survey topics can be covered in weekly staff meetings. Topics on the survey may be the focus of a supervision session. In consultation with their supervisor, all CAs complete an Individual Learning Plan (ILP) for themselves, indicating activities they will pursue during the semester to improve their skills and knowledge (see Appendix J).

## **Roles & Responsibilities**

The primary role of the Career Center paraprofessional career advisors is providing direct services in the Career Library during drop-in hours, 9:00-4:30. CAs who are appointed as graduate assistants, work 8 ½ hours in the Center, have ½ hour of individual supervision and

attend a one hour staff meeting, making a 10 hour weekly commitment. Some CAs in the counseling program are completing 20 hour per week internships and their schedule may vary slightly. Interns have the option of also offering individual counseling appointment slots and their supervision includes an hour of individual supervision and an hour of group supervision. Each semester, career advisors are given a form and asked to provide the assistant director with a copy of their schedule, including class commitments, preferred hours, and other fixed commitments. The assistant director creates a master schedule to cover the drop-in career advising times from 9:00 to 4:30, Monday through Friday. The student CAs work alongside permanent staff members who are asked to work in the Career Library providing a minimum of two hours of drop-in career advising each week.

During drop-in hours, CAs see a diverse array of clients. While the primary clientele are university students, other individuals using the services include high school students, alumni, and members of the community and surrounding region. One of the unique aspects of service delivery in this setting is that CAs work from an integrated theoretical perspective that includes Cognitive Information Processing (CIP) theory, developed by faculty at FSU (for more information see the following: <http://www.career.fsu.edu/techcenter/practitioner.html>), and the theory of John Holland (1997). The CIP model serves as a guide when CAs are working with individuals (see Appendix K for a description of a Career Advisor's duties and responsibilities). Career advisors must understand how to effectively use the Career Library computer-based system, Career Key, as well as the Internet. The Career Center uses a variety of career screening and assessment tools, including the Career Thoughts Inventory (Sampson, Lenz, Peterson, Reardon, & Saunders, 1996), My Vocational Situation (Holland, Daiger & Powers, 1980), the Self-Directed Search (Holland, 1994), card sorts and computer-based guidance systems. CAs also assist individuals with a variety of job search concerns, including interview skills, resume and cover letter development, and developing a job search strategy.

Career advisors are trained to make referrals to the Career Center's individual counseling appointment schedule when the issues presented by the client are beyond the scope of brief-staff assisted interventions (Sampson, Peterson, Reardon, & Lenz, 2000). The majority of the Career Center's individual counseling appointment slots are staffed by master's and doctoral level students from the College of Education's Psychological Services in Education program which offers Master's degrees in mental health, school, and career counseling, and a doctoral degree in counseling and school psychology. The doctoral students complete a 2-semester practicum in the Career Center. In addition to taking individual appointments, they also staff drop-in hours during part of their scheduled time.

As with many Centers, there are slow times in the Career Library during drop-in hours. During these slow times, career advisors complete activities on their ILP, as well as assist with

library projects, coding and processing materials, updating resource guides, etc. They may also review new software systems, CD-ROMs, and/or Internet sites. Part of the philosophy of the Career Center's training mission is that these students may some day be managing their own center, so they need to be aware of the variety of tasks involved, beyond one-on-one counseling and advising. In addition to providing career advising in the Career Library, interns with a 20 hour week commitment will often work in other units of the Career Center (e.g., coop-internship office, career placement services) to help with various services and special projects such as career expo planning, on-campus interviewing, program evaluation, development of career resources, etc.

CAs are also given the opportunity to be involved in Career Center outreach activities, both Career Center sponsored presentations and external requests for workshops. Similar to other career center settings, CAs are encouraged to first observe other staff, assist with a presentation, and then assume primary responsibility for a presentation. Most of the Career Center's primary presentation topics (e.g., resume writing, interviewing, choosing a major) have prepared materials (PowerPoint presentations, hand-outs, etc.) that can be used to structure the presentation. In addition to formal presentations, most of the CAs assist at the Center's career expos and information tables (e.g., summer orientation, parents' weekend, senior day, major fair, and related events).

In addition to counseling, advising, and outreach responsibilities, graduate student CAs also have the option of helping teach a section of the University's three credit career planning class (<http://www.fsu.edu/~career/sds3340.html>). This class is managed by a Career Center staff member who also has a faculty assignment in the College of Education. After teaching the course for a semester on an unpaid basis while they learn how the course functions, these career advisors are paid a stipend of \$500 or more to be a member of a teaching team for a section of the course. After serving as a teaching team member for a minimum of two semesters, career advisors with doctoral level status can serve as a lead instructor for a section of the course and are paid \$1500 or more per semester.

Many CAs also play an important role in the Career Center's research and development activities. These activities are primarily directed by staff in the Center for the Study of Technology in Counseling and Career Development (Tech Center: [www.career.fsu.edu/techcenter/](http://www.career.fsu.edu/techcenter/)) which is housed in the Career Center suite. CAs have typically been involved in research on the use of CACG systems, applications of CIP theory, including the use of the Career Thoughts Inventory, the use of the Self-Directed Search, and Career Center web site development.

Finally, an additional activity of graduate student career advisors is serving as a peer career liaison to selected schools and colleges. CAs can work 5-10 hours per week as a peer

career liaison in conjunction with a “permanent” staff member assigned to that school or college. Typical peer career liaison activities are described in Appendix L. Depending on the number of hours they choose to work, they are paid an additional \$640-1280 per semester.

### **Supervision/Evaluation**

Supervision of career advisors is provided primarily by the Associate Director for Career Advising, Counseling and Programming, the assistant director, and a coordinator of career development services. On some occasions, CAs are supervised by the Career Center Director who is a licensed psychologist. Some of the career advisors who are completing Master's degrees in both the career and mental health counseling tracks benefit from supervision provided by someone who is licensed. All of the other supervisors are nationally certified counselors (NCCs). As noted above, career advisors who are employed as graduate assistants receive supervision informally while they are working in the Center and during a one half hour weekly supervision session. Other CAs may be completing an internship or practicum in the Center. Master's level interns and practicum students have an hour of individual supervision, an hour of group supervision and are expected to keep a journal (see Appendix M). They also on occasion make audio tapes of their individual sessions and these are reviewed by their supervisor during individual supervision. The Career Center's current facilities do not include an observation room or a room set up for videotaping of counseling sessions. Access to these type of facilities would greatly enhance the supervision process for centers involved in training future practitioners. Group supervision sessions for master's level practicum and intern students are held once a week for an hour and are typically facilitated by a senior Career Center staff member. Doctoral practicum students meet separately for group supervision which is provided by a faculty member in the College of Education's Psychological Services in Education program.

As part of their CA Guide, Career Advisors receive a performance appraisal form (see Appendix N) that reflects the National Career Development Association's Career Counseling Competencies (<http://ncda.org/about/polccc.html>). As part of their Individual Learning Plan, CAs are encouraged to think about competency areas that they would like to develop or enhance. One recently initiated evaluation activity involves asking CAs at the end of each semester to complete this form on themselves. Staff members also complete this form on each CA that they supervise directly. These evaluations are subsequently discussed in an individual meeting. CAs are also asked to compile a list of their activities and accomplishments for the semester. This document is not only useful in the evaluation process, but it also assists CAs with their resume building. CAs who are completing internships also have academic departmental-specific evaluation forms that are completed. These generally include both a mid-term and end-of-term evaluation.

## **Funding/Pay**

The primary funding source for career advisors working as graduate assistants is the Center's expense and operating budget. The Center receives approximately \$49,000 in what are called OPS (Other Personnel Services) funds. These funds allow the Center to appoint temporary staff, which includes not only the career advisors and career peer liaisons, but also students working in other areas of the center as technical assistants, graphic assistants, and related clerical support positions. The minimum salary per semester for ¼ time graduate assistants of \$1500 is set by the University. In addition to the salary, graduate assistantships come with a tuition waiver that covers typically 9-12 hours. After the initial semester, the pay rate is increased to \$1550 per semester. CAs who are completing a 20 hour per week internship are paid as a graduate assistant for 10 hours. These paid hours cover the time they spend providing drop-in career advising coverage and attending the weekly staff meeting. The remaining 10 hours for other internship activities are generally unpaid, unless they are also teaching and/or working as a career peer liaison.

On some occasions, when OPS funds are depleted, funds from the Center's auxiliary account are used to appoint career advisors. These funds are generated primarily through student fees charged for access to the web-based registration and interviewing system or fees charged to employers. Those career advisors completing higher education internships or a doctoral practicum provide their services as unpaid staff. Some higher education interns and doctoral practicum students are offered graduate assistantships after completing a semester as an unpaid career advisor trainee.

## **Conclusion**

The Florida State University Career Center has long had a commitment to not only providing quality career services to its clients, but also to training the next generation of career services providers. While many career centers have relied primarily on undergraduates to work as paraprofessionals, FSU has been able to draw upon graduate students enrolled in its master's level career counseling and higher education program, who have a demonstrated commitment to career services. Through the creative and ongoing efforts of many individuals over the years, the Career Center has developed a successful paraprofessional training program that not only equips career advisors with the skills and knowledge that will help them launch their professional careers, but also enhances the services of the Career Center by creating a quality team for providing direct services to its clients.

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## Appendices

## Appendix A

## CAREER CENTER CAREER ADVISOR APPLICATION

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

CURRENT ADDRESS: \_\_\_\_\_

PHONE NO:(H)\_\_\_\_\_ (W)\_\_\_\_\_

E-mail: \_\_\_\_\_

**DEGREE & MAJOR AREA** you anticipate pursuing at FSU (if any):

1. Please discuss briefly your interest in the career services area.
2. Describe how your previous academic/work experience is relevant to working as a career advisor. What skills have you developed that are relevant to this position?
3. What are your short and long-term career goals?

Please attach a cover letter and resume to this application & return them to Dr. Janet Lenz, Career Center, Florida State University, University Ctr., A4101, Mail code: 2490 or email to: [jlenz@admin.fsu.edu](mailto:jlenz@admin.fsu.edu), as soon as possible.

## Appendix B

### Florida State University Career Center Career Advisor Interview Questions

How does being a career advisor fit in with your overall career plans?

What skills and experiences do you bring from your past that might serve you well as a career advisor?

When you take on a new job, how do you best learn how to function in that job?

How would you handle an adult client who felt you were too young to relate to his or her career concerns?

What skills and qualities do you think are needed to be successful as a career advisor?

What skill areas or weaknesses do you think being a career advisor could help you improve on?

What would you do if a client asked you a question you didn't know the answer to?

How do you think working with college students might be different from other types of individuals you've dealt with (e.g., high school students, young children, etc.)?

What strategies do you use to get better at a particular job you hold?

Describe a past experience where you took the initiative to accomplish something you're proud of?

How would you deal with a situation where you thought another career advisor who you were on duty with was engaging in inappropriate behavior?

How would you handle a client that is frustrated, upset, or extremely emotional?

Under what kind of supervision do you work best?

## Appendix C

### CAREER ADVISOR ORIENTATION SCHEDULE

#### Thursday, August 3

Time	Activity	Leader(s)
1:00-1:15	Welcome/Introductions Overview of Schedule/Topics	Janet
1:15-1:30	Ice Breaker	All
1:30-1:45	History/Purpose of CCIS What We Are & What We Are Not	Janet
1:45-2:15	Career Center Tour	Jill
2:15-2:30	Break	
2:30-3:00	The FSU Approach/CIP/ILPs	Janet
3:00-3:15	Role of the Career Advisor Expectations/Responsibilities/Typical Day What Makes for a "Good" CA	Corey
3:15-3:30	Rapid Response Questions	CAs
3:30-4:00	Career Advising Simulations	Jill/Corey
4:00-4:15	Wrap-Up/Questions	

#### Friday, August 4<sup>th</sup>

8:30-9:00	Coffee and Goodies/Meet the Staff	All
9:00-9:15	Review/Preview	Janet
9:15-10:00	Career Library	Susan
10:00-10:15	Break	
10:15-10:45	Career Placement Services	Myrna
10:45-11:30	Case Scenarios	All
11:30-11:45	Beyond Initial Training/Indiv Staff Dev	Janet
11:45-12:15	Questions/Wrap-Up	All
12:30-1:30	Lunch with Current CAs	All

**Appendix D****Career Advisor (CA) Training Evaluation Survey**

As someone who has been through the FSU CA training, we are interested in your reactions, suggestions, and ideas that can be used to further enhance and refine the CA training. We would appreciate your responses to the items below. You do not need to identify yourself and feel free to type your responses on a separate sheet. Please complete and return to Janet's box (or send via e-mail: [jlentz@admin.fsu.edu](mailto:jlentz@admin.fsu.edu)) no later than **July 13th**. Thanks for your input!

What, if anything, did you like about the CA training? (please be specific here)

What, if anything, did you dislike about the CA training? (please be specific)

What information/services do you think need to be emphasized more as part of training?

What information/services do you think need to be emphasized less as part of training?

Please suggest any other types of CA training activities/experiences that should be included.

What, if anything, do you think needs to be added to the CA guide?

Other comments/suggestions:

Please feel free to continue on the back or on a separate page.

## Appendix E

### CAREER ADVISOR GUIDE

#### Table of Contents

#### Introduction

1. Directory Information	1
2. Organizational Structure	
FSU Division of Student Affairs	2
Career Center Organizational Chart	3
Career Center Mission Statement	4
3. Career Center Staff	6
4. Career Center Program Descriptions	7
CCIS program description	
Career Experience Opportunities (CEO) brochure	
Career Placement Services (CPS) description	
Career Center brochure	
Alumni Services brochure	
5. Working as a Career Advisor	11
CA Office, Schedule, CA Desk Staffing, Dress	11
Career Advisor Duties & Responsibilities	13
Opening & Closing Procedures	15
Security	15
Equipment	15
Basic Resources	16
Modules, Assessment Materials	
Information Materials, Career Key	
Career Development Class Materials	
Reporting	17
Career Center Group Programs	18
Career Events	
CEO Orientation Sessions	
On-Campus Recruitment Orientation Sessions	
Presentations to Classes, Campus Organizations,	
Other Groups	
Referrals	19
6. Communications	21
Telephone	
Telephone Career Counseling	
Mailboxes	
Bulletin Boards	
7. Career Center Support Services	23

**Appendix E (continued)****Career Advisor Guide Table of Contents**

8. Professionalism	24
Staff Meetings	25
Staff Development Resources	25
Career Center Library Resources	25
NCDA Ethical Standards	26
9. Supervision/Evaluation	34
Career Advisor Performance Appraisal	35
10. Typical Career Advising questions/problems	38
11. Career Center Library	39
Career Library Classification Codes	43
The Career Library Files	45

**Appendices**

Appendix A: Career Center Policies & Procedures Regarding Use and Storage of Assessment Materials	47
Appendix B: Informational Resource Materials List	50
Appendix C: Guidelines for Referring Persons to Individual Counseling	52
Appendix D: Policy/Procedure for Distance Advising	53
Appendix E: Individual Learning/Staff Development Plan	54
Appendix F: Other Helpful Publications	55

## Appendix F

### CAREER ADVISOR (CA) TRAINING CHECKLIST I

Given the varied nature of the issues encountered during career advising, it is difficult to identify any one focus for your initial training. There are certain items, however, that will help you as you begin assisting clients. Many of these items are covered in the checklist series you will complete.

If you need assistance to complete these activities, speak with a Career Center professional staff member, the Librarian, or an experienced Career Advisor. You do not have to complete these in the order presented; you can jump around and vary your learning experiences to suit your learning style. After completing the activities on the checklist, meet with your supervisor to review your experience with these items.

- 
- \_\_\_\_\_ Begin reading the Career Advisor Guide; ask questions about anything that is not clear. You can complete other activities as you read the Guide but please read it thoroughly during the training process.
  
  - \_\_\_\_\_ Locate your mailbox and begin attending to the materials in it. Note also the "holding files" in the 3<sup>rd</sup> file drawer in the file cabinet next to the large desk in the CA office. This file can be used for overflow, materials, projects that you need to store. Please don't use your mailbox as a storage facility.
  
  - \_\_\_\_\_ Review materials on the Career Advisor desk and their purpose (sign-in sheet, blue notebook, counseling appointments notebook, computer appointment sheet, etc.). Check the materials located in the desk drawers (Individual Career Learning Plan, hand-outs, exercises, etc).
  
  - \_\_\_\_\_ Familiarize yourself with services and offices in the University Center. Take a walking tour to locate offices near the Career Center--e.g., Dean of Students, Financial Aid, Withdrawal Office, Orientation, Center for Advising Undeclared Majors, Center for Academic Retention & Enhancement (CARE), Personnel, etc. We make frequent referrals to many of these offices so it is important to know where they are located.
  
  - \_\_\_\_\_ With help from a Career Center staff member, learn how to answer the phone in the library area.
  
  - \_\_\_\_\_ Use Career Key and learn how to locate materials in the Library. Use "Search by Major" to get a list of resources for History major and "Search by Occupation" for Psychologist. Locate resources from your lists in the Career Library. See the Career Library section of your CA Guide.
  
  - \_\_\_\_\_ Briefly review the Module sheets located on the yellow rack next to Room A4108. Discuss with your supervisor how to use these with clients. After you complete your initial training, you are encouraged to go back and revisit module resources and activities that you need to learn more about.
  
  - \_\_\_\_\_ Review a "What's Involved in Career Choice?" sheet outlining the Pyramid and thoughts associated with career choice (Copy available in cabinet against wall near Career Key).

## Career Advisor Training Checklist I (continued)

- \_\_\_\_\_ Schedule appointment to use the CHOICES system. Select the option "Occupations with Secondary Schools." Use the Search feature with Occupations to generate a list of occupations and the Report feature to research a particular occupation. Access the Professional Manual on-line to learn more about using CHOICES. What is included in the CHOICES three-step career planning process?
- \_\_\_\_\_ Locate the series of books designed to assist job hunters find employers in Houston, Atlanta, or New York. What is this section of the Career Library called?
- \_\_\_\_\_ Complete paper version of the Self-Directed Search (SDS). With assistance from a supervisor or experienced CA, get an Interpretive Report. If you have already completed the paper version, you may complete the computer version instead. Discuss your SDS results with your supervisor. Review the Professional User's Guide, especially chapters 5 & 6..
- \_\_\_\_\_ Locate and examine the Undergraduate Academic Program Guide (Ready Reference shelf). Now go to the FSU web page and locate the on-line version; hint: on the FSU home page, select "Current students," then "Academics," then "Majors."
- \_\_\_\_\_ With permission of the CA and the client, observe and listen to a minimum of 5 career advising sessions. This will be an ongoing activity throughout the training process. Attend to the problem-solving process and how resources are used. Consider the following questions as you observe:
  1. What method(s) did the CA use to establish a relationship with the client?
  2. How did the CA assess the client's situation?
  3. What were key aspects of the client's situation that the CA attended to?
  4. How did the CA determine what resources/interventions might be helpful to the client?
  5. How did the client respond to the CA's assistance?
  6. Was an Individual Learning Plan (ILP) used? Why or why not?
  7. What was hard or easy about the session?
  8. What would you have done (if anything) differently?
  9. What did you observe about both the process and the content of the session?
  10. What questions do you have about what you observed?

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## Appendix F (continued)

### CAREER ADVISOR TRAINING CHECKLIST II

As your training continues, you will be introduced to a wider variety of interventions. This training checklist, and future activities, will help you become familiar with these interventions. We encourage you to "dive in." The questions need no written answers, but feel free to jot down any notes or questions. As you explore these various resources, think about how you would use them in working with clients. As noted on the previous checklist, you may complete the activities below in any order.

Experience suggests that these training materials are helpful in providing Career Advisors with a basic level of competency. However, it is expected that Career Advisor trainees will engage in ongoing self-directed learning activities to enhance their ability to help students and other clients.

- 
- \_\_\_\_\_ Complete the Choosing a Major/Career guide (a copy can be found in the cabinet opposite Career Key).
  - \_\_\_\_\_ Browse through the Career Files (File 2). How can you find materials related to a certain career quickly without having to obtain a Career Key printout?
  - \_\_\_\_\_ Obtain and review a copy of the CACG Checklist from your supervisor. Practice operating the systems. Review selected manuals in the CACG Lab. Shadow a CA who is setting up someone in the Lab.
  - \_\_\_\_\_ Obtain a complete printout on an occupation of your choice from the DISCOVER for Windows system. What other types of career/educational planning information are available through DISCOVER?
  - \_\_\_\_\_ Find the description for "Food Batchmakers" in the O\*Net Dictionary of Occupational Titles (found on the Ready Reference shelf). Note the coding system and the descriptive information included for each occupation.
  - \_\_\_\_\_ Schedule an appointment in the CACG Lab to view the Adams CD-ROM on interviewing. Before viewing the CD, read its description in the CD-ROM/MM notebook kept on the shelf in the lab.
  - \_\_\_\_\_ Locate "Concrete masons and terrazzo workers" in the Occupational Outlook Handbook (OOH) (Ready Reference shelf). Examine how the OOH is organized. Visit the on-line version of the OOH: <http://stats.bls.gov/ocohome.htm> and locate the information on Social Workers.
  - \_\_\_\_\_ Review the Resume Writing Guide. Observe a resume critique or attend a resume writing workshop. Have your own resume critiqued by a supervisor. Review the "Resume Critique Outline." Has this changed your ideas about writing resumes?

--continued

**CAREER ADVISOR TRAINING CHECKLIST II (continued)**

- \_\_\_\_\_ Review the "Guide to Good Decision-Making" hand-out kept in the left drawer of the Career Advisor desk or in the cabinet opposite Career Key; complete the "Guide to Good Decision-Making Exercise" for a career choice you might be making in the future.
- \_\_\_\_\_ Use the Peterson's Guides to locate graduate level programs in the Romance languages and also in one discipline of your choice. Visit the FSU web site under the "Current Students—Undergraduate," "Beyond Graduation" section and review the information on "Graduate and Professional Education."
- \_\_\_\_\_ Examine the job notice files and notebooks (located on the tables under the clock); find elementary school teaching announcements and a job subscription bulletin containing "Current Jobs in Writing, Editing, and Communications."
- \_\_\_\_\_ Go into DISCOVER for Windows, Hall 2. Select the World-of-Work Map option. For Education level, use completion of baccalaureate degree. Identify 3 occupations included in Job Family R: Creative & Performing Arts.
- \_\_\_\_\_ Use the "Employer Literature Holding" notebook on the CA desk to find an employer that interests you. Locate the information available in the Career Center Library for that particular employer.

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## Appendix F (continued)

### CAREER ADVISOR TRAINING CHECKLIST III

Below are activities to help you continue your training as a Career Advisor. As you can probably tell, this will be an ongoing process. The activities on the checklists are designed as an introduction to many resources. You are encouraged to go back and spend time with those resources and activities that you are less familiar with. When it is slow in the library area, this is a good way to improve your skills and knowledge as a Career Advisor.

- 
- \_\_\_\_\_ Review the Cover Letter Writing Guide. See the "Checklist for Cover Letters" in the Cover Letter Sample Notebook on the Ready Reference shelf. Examine letters in one of the Sample Cover Letters notebook. Shadow a Career Advisor critiquing a cover letter.
  - \_\_\_\_\_ Explore DISCOVER for Windows Hall 1--Learn about Self & Career; complete Interests, Values, and Abilities inventories; Hall 2--Choose Occupations, Find Occupations by Characteristics. Make print-outs of activities that you complete in each hall.
  - \_\_\_\_\_ Review the Interview Preparation Guide and examine the 50 questions printed on the back. What personal experiences have you had with these questions? Use Career Key to locate materials in the library on interview preparation.
  - \_\_\_\_\_ Interact with the Self-Assessment and Search sections of SIGIPLUS. Pay particular attention to the role values, interests, and skills/activities play in generating career options. Use your information from the Self Assessment section to compare two occupations in the Deciding section of SIGIPLUS.
  - \_\_\_\_\_ Read Chapters 7, 8, & 9 in The Self-Directed Search and Related Holland Career Materials (copy in CA office). Complete the SDS Counselor Self-Test. Review your answers with a supervisor or experienced CA.
  - \_\_\_\_\_ Visit the Career Center's web-based job listing site: [www.jobtrak.com](http://www.jobtrak.com); go into "Find a Job;" select Florida State University; enter the password: jobs; select "job postings;" search for internships in Florida
  - \_\_\_\_\_ Review, complete, and score a copy of the Career Thoughts Inventory (CTI). Discuss the results with a supervisor. Review the CTI Professional manual (copy in the CA office) & workbook. Using your own words, reframe at least 3 CTI items. Complete the CTI Quiz.
  - \_\_\_\_\_ Locate and browse through the materials in the Career Center Library related to working, studying, or traveling abroad. What Career Center module relates to this topic?
  - \_\_\_\_\_ The CEO office provides experiential opportunities to students (internships, co-ops..). View the CEO Orientation on-line at: <http://www.fsu.edu/~career/ceo-orient/sld001.htm>. Where in the Career Library can students locate additional resources on internships?
  - \_\_\_\_\_ Browse through the section of the Career Library dedicated to individuals who are changing careers; review at least one resource that looks interesting to you; think about how you might use it with a client.

--continued

### Career Advisor Training Checklist III (continued)

- \_\_\_\_\_ Visit the Career Center web site ([www.fsu.edu/~career](http://www.fsu.edu/~career)) and use Seminole Connection to locate a person in the Atlanta area who is employed in Marketing.
- \_\_\_\_\_ Find the various "Card Sort" activities available in the Career Center Library (on top of yellow file cabinets) and complete one that interests you. Discuss with a supervisor how to use card sorts with clients.
- \_\_\_\_\_ Review the guide Job Searching on the Internet and the notebook "How to Find Information on the Internet" (kept on the table next to Career Key); using the Career Key machine labeled Library 2, go into Netscape or Internet Explore; review at least 3 different web sites related to different topic areas, e.g., salary, government jobs, resumes, going to graduate school, etc. Think about how you would use this information with a client.
- \_\_\_\_\_ Visit the Tech Center web site: <http://www.career.fsu.edu/techcenter/keyelements.html>; read the article: "Key Elements of the CIP Approach to Designing Career Services." Read Chapter 8 in Career Development and Services: A Cognitive Approach on using Individual Career Learning Plans (ILP's). If you need a copy of the text, check with Janet, Corey, or Jill. After reviewing the case study below, create a sample ILP that reflects your best judgment about activities and interventions that might be helpful with this individual.

### Case Study

Marcie is a 19 year old sophomore. She was referred to the Career Center by an academic advisor. She has changed her major 3 times and is very frustrated because she can't seem to decide on one thing. She says "all of her friends know what they want to do." She had some difficulties with science courses and her GPA is currently a 2.8. She comes from a family where both parents went to college. Her father is an engineer, her mother is a physical therapist. She has an older brother who went to college and majored in Economics, but is currently working as an account executive for Motorola. Marcie said she doesn't want to end up like her brother, doing something unrelated to her major. Her previous work experience includes caring for children, food service, and working on campus at the Union information desk. She has thought about something in health care but is concerned about her ability to complete the science coursework. She is attracted to the health care field because of the money and job security. Another area she has explored is communications but is unsure about which particular area in communications. She doesn't want to register for classes until she feels clearer about her major course. She is concerned about taking courses that might not relate to her major.

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**Appendix G****RESOURCE ASSESSMENT**

The purpose of this assessment is to determine your ability to generate career resources and related interventions which are appropriate for career advising clients. Each item represents a question, statement, or situation a client may present to you as you work in the center.

Please use a separate answer sheet for your answers and for each item, write the title of at least one resource you would use to help the client answer the question. All the materials in the Career Center are available to you. You may also consider what other interventions would be helpful with this individual, beyond specific resources.

**Sample Items**

1. Can I go to medical school at FSU?
2. What does an Urban Planner do?

**Sample Responses:**

1. Florida State University Bulletin
2. Occupational Files, file folder 192, Urban and Regional Planners.

The Career Center  
The Florida State University

TRAINING\RESASSES, p1 of 3

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1. I'm thinking about majoring in psychology. What can I do when I finish school?
2. I want to make a career change, but I'm not sure about what kind of discrimination I will face since I'm almost 55. I think I need to pick something that's really hot. What would that be?
3. I'm trying to find information on a career as a behavioral specialist?
4. I may not be admitted to the FSU Nursing School, but still want to be a nurse, what can I do?
5. I want to find a summer job on a cruise ship. Do you have a list of addresses?
6. I was told you could give me an interest test. Can I take one now?
7. I'd like to get a job with an oil company overseas, how do I get into such a position?
8. I've been working as a secretary for the State of Florida for 13 years and I'm tired of it.
9. I want to use the computer to find out what my skills are.
10. My G.P.A. is 2.6. Can I still major in Public Relations?
11. I'm good in math and like finance, but am wondering if Engineering would be more challenging.
12. I'm not sure which area of business to go into. Can you help me?
13. I'm going to attend law school, do you have anything that tells students what law students should take in college? Where can I find a listing of law schools and their admission requirements?
14. I have a job interview next week. Do you have some materials which can help me prepare?
15. I'm not doing too well in school and I'm thinking about going to work.
16. I'm really unsure about what to major in. Can you help me?
17. I would like to look through a book which lists cost, entrance requirements, and addresses for graduate programs in environmental policy.
18. How do I go about getting a job in state government? Is there anything special that I need to know?
19. I'm thinking of majoring in Modern Language. What would be a good minor or second major?
20. What salary can I expect to make with a major in Information Studies?
21. I would like to find out about job opportunities in the Atlanta area. Can you help me?
22. I really like working with people, but I really want to make a good salary.
23. How much can I expect to earn working for the Federal Government?

## Appendix G (continued)

### RESOURCE ASSESSMENT (continued)

24. Do you have a list of Internet sites where I can find criminology jobs?
25. I really enjoy my interior design class, but how can I tell if it's the right major for me?
26. What majors get the most job offers these days?
27. I don't want to be a doctor or a nurse. Are there other medical careers that I can enter?  
How much college do I have to have for these careers?
28. I'm majoring in Social Work. Can you help me find some employers?
29. My advisor told me you could test me to determine my aptitudes.
30. How does one go about getting information on the cinematography business--both production and direction and other related careers?
31. What's the best way to have my resume reproduced? I need to write one.
32. I need to declare my major this week. I've been thinking of psychology or accounting.
33. What courses should I take for career in oceanography? Also who can I talk to about careers in oceanography?
34. I thought I was going to major in accounting, but am not doing well in my class. Can you tell me if I have the potential to succeed?
35. I want to set up my placement file. What other services do you provide for FSU graduates who are job hunting?
36. I'm thinking of getting an MBA. What universities in Georgia have a program?
37. I'm not satisfied with my present job.
38. I'd like to study in France. Do you have any information?
39. I know what I want to do--physical therapy--but how do I find out what to major in to do it?
40. My parents think I should major in computer science, but I hate math. Is there something I can do to please them and me?
41. I'm trying to find a communications internship in New York. Do you have directories with this information?
42. As an international student getting ready to graduate, I'm not sure how to proceed regarding the job search.
43. I need to pick up a copy of a federal job application.
44. I took this test to help me choose my major but it didn't help. I'm more confused than ever.
45. Can you help me find a web site where I can post my resume?

**Appendix G (continued)****RESOURCE ASSESSMENT (continued)**

- 46. I can't pursue my first choice of a major, Engineering, because of my learning disability...I'm not sure what else to consider.
- 47. I'm a Ph.D. student in electrical engineering and need to write a CV. Do you have any examples or information I could look at?
- 48. I'm thinking about English, Advertising, or Public Relations but want to take one of those career tests to see which one might be best.
- 49. I've heard you have a database of jobs – can you find me one in South Carolina in sales?
- 50. I received a job offer but would like to negotiate for a higher salary. What should I say?

7/28/00: TRAINING\RESASSES,P1-3

**Appendix H****CAREER ADVISOR TRAINING & DEVELOPMENT SURVEY**

We are interested in learning more about skills and topics that you would like to focus on as part of your Career Advisor staff development. These skills and topics may be the focus of staff meetings and/or individual supervision. Please complete the enclosed survey and place it in your supervisor's box no later than September 18. Thanks.

<b>Topic</b>	<b>1 feel satisfied with my skills in this area</b>	<b>2 need some addit. training in this area</b>	<b>3 method(s) to improve my skills in this area</b>
writing individual career learning plans			
critiquing resumes			
critiquing cover letters			
interpreting Self- Directed Search paper version computer version			
using/interpreting Career Thoughts Inven			
working with indecisive individuals			
counseling adult career changers			
working with "returning" women			
admin/interpreting Myers-Briggs Type Indicator			

<b>Topic</b>	<b>1 feel satisfied with my skills in this area</b>	<b>2 need some addit. training in this area</b>	<b>3 method(s) to improve my skills in this area</b>
job hunting on the Internet			
using CACG systems ____ CHOICES ____ DISCOVER ____ MicroSKILLS ____ SIGI PLUS			
using CD-ROMs			
Dealing w/ family systems issues related to career planning & decision making			
Helping individuals use information effectively			
Ethical issues in career counseling			
Multicultural issues in career counseling			
Making referrals to more intensive counseling services			

<b>Topic</b>	<b>1 feel satisfied with my skills in this area</b>	<b>2 need some addit. training in this area</b>	<b>3 method(s) to improve my skills in this area</b>
Using/interpreting card sorts			
Helping clients with off-campus, long/distance job searches			
Explaining on-campus interviewing procedures			
Helping individuals with graduate school planning & decision-making			
Assisting individuals in writing personal statements			
Assisting individuals in writing vitae; critiquing vitae			
Assisting persons seeking federal jobs			
Assisting persons seeking state government jobs			

<b>Topic</b>	<b>1 feel satisfied with my skills in this area</b>	<b>2 need some addit. training in this area</b>	<b>3 method(s) to improve my skills in this area</b>
Working with international students seeking employment in the US			
Dealing with “yes/but” clients			
Counseling persons with disabilities			
Counseling multipotential/ honors & scholars students			
Dealing with clients in emotional distress, e.g., crying, extremely angry, etc.			
dealing with clients who come in with significant others(s) (parent, spouse, etc.)			
Assisting persons wanting to work and /or study overseas			
Counseling gay/lesbian/bisexual clients			

<b>Topic</b>	<b>1 feel satisfied with my skills in this area</b>	<b>2 need some addit. training in this area</b>	<b>3 method(s) to improve my skills in this area</b>
Counseling grad students who are job hunting			
Counseling students in academic difficulty			
Using counseling, interviewing skills to clarify issues or reduce defensiveness			
understanding gender differences in career development			
developing and using schemas to conceptualize client problems/ issues & select interventions			
understanding Cog. Info. Processing & CASVE cycle use in career advising			
helping people job search locally			
making effective presentations			

<b>Topic</b>	<b>1 feel satisfied with my skills in this area</b>	<b>2 need some addit. training in this area</b>	<b>3 method(s) to improve my skills in this area</b>
providing career services to alumni			
helping student seeking internships; explaining benefits of internships			

Other topics (please list)

## Appendix I

**THE FLORIDA STATE UNIVERSITY CAREER CENTER  
COMPUTER-ASSISTED CAREER GUIDANCE SYSTEM SCAVENGER HUNT**

created and revised by

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To assist both new and more experienced Career Advisors in broadening their knowledge of CACG systems and related software used in the career advising/counseling process, this Scavenger Hunt has been developed. Please answer each question to the best of your ability. There may be more than one appropriate answer for some questions, feel free to write on these sheets. Remember that you may "scavenge" through resources and systems for answers. Do not "scavenge" other career advisors! Good luck and enjoy.

-----

- 1) Which system measures the "temperature" of a potential transition by allowing the user to examine the factors associated with the transition?
- 2) Which system(s) provides information on salaries for occupations in Florida?
- 3) Which system allows users to examine their values, interests, preferred activities and skills and search for compatible occupations?
- 4) Which system, as part of a self-assessment series, offers the option of using the UNIACT interest inventory?
- 5) What does the acronym CACGS stand for?
- 6) In what ways is a program like the SDS: Computer Version(CV) different from SIGI PLUS?
- 7) Which system introduces users to the model comprised of data, people, things, and ideas? What term is used to describe this occupational classification system?
- 8) What "diagnostic instrument" is embedded in the SDS:CV?
- 9) Which system(s) allows the user to research graduate schools?
- 10) Which system(s) allows the user to search for occupations that are similar to or "related" to a given occupation?
- 11) Does any system used in the CACG lab explore aptitudes? Explain your answer.
- 12) Which system allows users to create their own Career/Life Rainbow?
- 13) Which system(s) allows the user to compare two occupations simultaneously?
- 14) Which system(s) presents the steps required to prepare for or enter a particular occupation?
- 15) Which system(s) provides summaries for both counselor and client?
- 16) Which system allows the user to play a "card game" using work-related values?
- 17) Which system(s) identifies military jobs specifically and integrates them into its occupational database?

### **COMPUTER-ASSISTED CAREER GUIDANCE SYSTEM SCAVENGER HUNT (continued)**

- 18) Which system(s) generates lists of occupations and fields of study based on Holland codes?
- 19) Which system allows the user to analyze skills used in past work experiences?
- 20) What does the acronym SIGI stand for?
- 21) Which strategies might you employ to work with a client whose assessment results, from one or more systems, are in conflict with the client's self-perceptions?
- 22) Which system(s) can give information on, or assistance with, writing a resume?
- 23) Which system has direct link to connect to America's Job Bank?
- 24) Which system(s) gives users a comparative summary of the skills they used in past jobs?
- 25) Which system identifies transferable skills based on work history?
- 26) G.O.E. codes are used in several CACGS. What does G.O.E. stand for?
- 27) Which system(s) helps users plan short-term goals?
- 28) Which system allows users to route occupational information to the monitor for viewing, and/or allows a choice of short summary, selected information categories, or a detailed description of the occupation for printing?
- 29) Which system(s) gives users the option of producing a list of occupations for various majors?
- 30) Which system(s) could help make suggestions and provide exercises for enhancing time management skills?
- 31) For clients who have never held paid employment outside the home, which system(s) would you recommend to them to explore how they might use their current skills and abilities in another job? Justify your choice.
- 32) Which system(s) can aid in the creation and printing of a job application or a basic resume'?
- 33) Which system is based on the ideas of Martin Katz?
- 34) What organization developed and markets DISCOVER?
- 35) Which system requires a disk to operate?
- 36) Which system might be used most effectively with vocational rehabilitation clients to find alternative occupations that take into consideration physical demands/activities/requirements?
- 37) If users wish to look exclusively at work-related values and rank their relative importance, which system would you recommend? Why?
- 38) Which system identifies "Goldstar" occupations? What does "Goldstar" refer to?
- 39) Where are the professional manuals and other CACGS related materials located in the Career Center?
- 40) What system allows you to view lists of occupations by D.O.T. industry designation?

## JOB SEARCH RESOURCES SCAVENGER HUNT

The goal of this exercise is for you to locate the specific resources listed below. While you may know of other resources that will answer the question or provide the information, the goal is to find the particular resource that provides the answer on the page number(s) listed.

1. I want to work for a social services agency in Fulton County, Georgia. Where can I find a list of places, p. 170-171.
2. I want to work for Warner Brothers in Paris, France. Where can I find their address, p. 1485.
3. I'm a Dallas Cowboys fan and want to work at Texas Stadium. Where can I find their address?, p. 90.
4. I want to teach in Hillsborough County Schools...where can I find a list of the schools in that district?, p. 129-140.
5. I'm seeing stars...how can I find out about employers in the Entertainment industry in California, p. 231-236.
6. I want to work for a sports marketing agency...how can I get their addresses?, p. 626-732.
7. I want to see what types of employers hire physical therapy majors. Where can I find a list?, p. 209-210.
8. I want to write the Chocolate Manufacturer's Association to see about employment there...where can I get their address, p. 167.
9. I'm an arts and sciences major but want to work for Arthur Anderson & Co.—will they hire me?, p. 50-53.
10. I'm an environmental studies major...how can I find a list of non-profits with environmental-related missions, p. 280.
11. How can I find publishing organizations in the nation's capitol?, p. 283-296
12. I want to look up Pharmaceutical firms but need an SIC# to locate them; where can I find the SIC # for pharmaceutical companies?, p. 714
13. I want to move to Colorado and work. Where can I find websites related to employment in Colorado?, p. 144-146.
14. I want to combine my marketing and English degrees and be an agent for book authors? Where can I find a list of people to contact?, p. 517-548.
15. My favorite candy is Reese's Peanut Butter cups. I'd like to apply for a job to the Human Resources director at Hershey's. Where can I find a contact for this business?, p. 699

## 1st ANNUAL CACG LAB RELAY

Assign career advisors to the Garnet or the Gold team.

Team GARNET

Team GOLD

### **Rules:**

At the sound of the bell, each team begins to complete the activities listed below. The tasks may be completed in any order you choose. First team to finish and complete the activities correctly will win the PRIZE. Please read the remaining rules and wait for the start.

The Assistant Directors will act as "monitor and referee" for the event.

No roughhousing, sabotage, or illegal tactics will be accepted.. Remember, it's all fun and games til somebody loses an eye!

Be sure to check your printers, (hint- they do not have paper in them)

### **Activities:**

1. Get a full printout from CHOICES on Educational Psychologist.
2. Use the SEARCH by major feature in SIGIPLUS to get a list of occupations for an English major.
3. Use the RELATED features in CHOICES to get a print-out of occupations related to Urologist, using Interests and Earnings as topics.
4. Use DISCOVER feature to get a list of graduate school programs in Optometry in Florida and Georgia.
5. Enter the following SDS scores R=11, I=18, A=22, S=32, E=19, C=28 into the SDS-IR and get a professional summary. Specify age as 21, Gender: Female, 14 years of Education.
6. You are working with an adult client who held the following jobs: accountant, management analyst, and financial analyst; using the Work History feature in CHOICES, select the following skills: preparing financial reports, processing data on the computer; combine these skills with the Earnings topic to search for possible occupations for this client. How many occupations are on the list? Print the list of occupations.
7. Using the World of Work Map section of DISCOVER give an example of 3 types of occupations in Job Family B, Management & Planning.
8. Use CHOICES feature that allows you to Search for schools; generate a list of schools in Florida that offer a bachelor's degree in Computer & Information Sciences, General.
9. Use the Search by Features component of SIGIPLUS; generate a list of occupations for someone who wants to avoid outdoor work and whose Interest Field is Sports & Physical Education.
10. In Discover Hall 1, Learn about Self & Career; select Interests; enter the following scores from someone's paper SDS (R=11, I=18, A=21; S=29, E=35, C=8); what 5 job families are generated by these SDS results?

## Appendix J

## CA Individual Learning Plan

Activity	Priority	Resources Needed (if applicable)	Target Date for Completion	Purpose/Outcome

\_\_\_\_\_  
Career Advisor\_\_\_\_\_  
CA Supervisor\_\_\_\_\_  
Date

## Appendix K

### **CAREER ADVISOR (CA) DUTIES & RESPONSIBILITIES**

The FSU community and the Career Center are highly committed to providing quality services to persons seeking assistance. Reflected below are key responsibilities of persons working as Career Advisors in the Center. Consult with your supervisor if you have questions about any of these duties.

1. Greeting persons who enter and asking them to sign in, making sure they complete all sections of the sign-in form.
2. Conducting a brief interview to learn more about the person's situation and concerns.
3. If appropriate, asking the person to complete a pre-screening instrument (e.g., CTI) to determine how we may best assist them.
4. Explaining available services and resources & how to use them.
5. Helping individuals select appropriate activities, resources, materials, or other interventions and writing an Individual Learning Plan (ILP) outlining these activities (see sample on the following page).
6. Explaining Career Key & the library system, if necessary.
7. Properly selecting, administering, and interpreting career assessment instruments.
8. Demonstrating the use of multimedia equipment (e.g., computers, videos, CD-ROMs, etc.)
9. Helping individuals select appropriate additional activities.
10. Making appropriate referrals, when needed, to individual counseling, other Career Center and university services, academic advisors, faculty members, and/or community resources (see later section on "Referrals").
11. Being attentive to all persons who are using CCIS. They have priority for your attention over other visitors.
12. Consulting with a supervisor when you are not sure how best to proceed with a particular client, you are concerned about a client's safety or your own safety, you are dealing with a situation that is beyond your skills and training, or in any situation where you are uncomfortable for whatever reason.
13. Asking users to evaluate Career Center services and materials (see Career Center Evaluation card at several locations in the Career Library).

Your duties which involve other responsibilities in the Center include:

1. Keeping informed on all Career Center library materials and all Career Center services.
2. Knowing how to operate all equipment and how to set up for special programs or clients.

**Career Advisor Duties & Responsibilities (continued)**

3. Being familiar with the library system/how to find resources (including how to find resources if Career Key is down).
4. Refilling/reshelving materials after their use and checking the files and shelves periodically to see that they are in order.
5. Being sure that the computer lab and the library area is properly secured and that equipment is turned off at the end of career advising hours (see "Opening and closing procedures")
6. Being on time whenever you are scheduled to cover the CA desk.
7. Maintaining an atmosphere of quiet relaxation conducive to individual use of materials.
8. Making suggestions for improving Career Center services and programs.
9. Updating and/or revising existing resources or creating new resources for use in the Center.
10. Assisting with project activities related to maintenance, organization and/or development of library resources.
11. Making notes in the blue notebook at the CA desk regarding events affecting the center--classes using the Center, materials which were missing or not available, equipment breakdowns, questions which you need help in answering, etc.

## Appendix L

### SAMPLE LIAISON ACTIVITIES

Sample activities that might be part of the peer career advisor liaison role include the following:

- Making recommendations regarding career information and/or job search resources that should be maintained by the Career Center to meet the specific needs of students in the various academic programs of the College.
- Making sure the School/College gets copies of Career Center materials (e.g., Career Guides, bookmarks, etc., publicity flyers for Futures, etc.); especially keeping any peer advising office stocked with materials.
- Faxing or e-mailing job notices received by the Career Center to key staff that might be of interest to students in a particular School/College.
- Becoming familiar with the career/academic needs of students enrolled in specific majors within the College and inform/train other Career Advisors regarding this information.
- Developing selected materials, services or programs (career forums, workshops) to help students identify the range of career alternatives and job opportunities associated with majors in that College. This could also include revising and updating previously existing Career Center materials (e.g., match major sheets) and resources related to a particular discipline.
- Developing links between the Career Center and College web sites that address career information and services specific to the College and its majors.
- Recommending web site links that relate to the needs of students in a particular college/school.
- Attending meetings of academic advisors/faculty and providing the Career Center with current information associated with their respective College and informing the College/School of current Career Center services.
- Inviting advisors and other staff from the School/College to a Career Center open house.
- Generally serving as a contact and conduit for the exchange of information and referrals between the respective College and the Career Center.
- Meeting individually with students from a particular School/College who need more in-depth assistance with their career planning and/or job hunting.
- Others as appropriate.

**Appendix M****INTERN/PRACTICUM JOURNAL**

Interns/Practicum students are asked to keep a journal or log account for documentation of individual counseling cases, description of professional development activities, self-evaluation, outreach programs, and related activities.

The purpose of the journal is to help students review activities and interaction, evaluate current performance levels, and develop objectives for the next day or week's situation. It is designed to be a self-monitoring, self-evaluation tool for professional development in a professional work situation. The journal should aid in developing future personal and professional goals.

The journal entries should be written as close to the end of each work period as possible, and may include the following types of information:

- description of client problems/situation.
- theoretical perspectives and analyses of client situations.
- summary of intervention activities.
- statements regarding the perceived effectiveness of interventions used to assist clients.
- self-observations regarding strengths or weaknesses as a career advisor.
- professional development activities (e.g., learning to use new assessment tool).
- observations about strategies for improving Career Center services or personal effectiveness.

In addition to the above information, individual supervisors may make specific requests of interns or practicum students regarding information that it might be helpful to include.

You may keep a notebook with handwritten entries or use a computer to produce the information. Supervisors will use journals in the supervisory process throughout the semester, so students should be prepared to submit journals at any time and before scheduled evaluation sessions. Students may wish to discuss with their individual supervisor a specific day for submitting the journal that allows the supervisor sufficient time to review the journal prior to a supervision meeting. Supervisors may also review the information in client files and/or listen to tapes of sessions.

## Appendix N

## CAREER ADVISOR PERFORMANCE APPRAISAL

NAME \_\_\_\_\_ TITLE \_\_\_\_\_

SEMESTER \_\_\_\_\_ SUPERVISOR(S) \_\_\_\_\_

COMPETENCY	Excellent	Above Average	Average	Below Average	Cannot Evaluate/NA
Individual counseling skills					
Career development theory					
Group counseling skills					
Coaching, consultation, and performance improvement skills					
Individual/group assessments					
Referral skills					
Research/evaluation skills					
Administrative abilities					
Program design/development skills					
Program promotion, management, and implementation					
Program evaluation					
Information/resources					
Teaching skills					
Supervision					
Personal conduct					
Diverse populations					
Technology					
Ethical/legal issues					
Concern for clients					
Responsibility					
Self-knowledge					
Recognition of personal limitations					
<b>SPECIAL PROJECT(S)</b>					
Conceptualization					
Implementation					
Evaluation					

<b>OVERALL EVALUATION</b>					
<b>COMMENTS</b>					



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